

LEA ARP ESSER Plan: "A Plan for the LEA's Use of ARP ESSER Funds"

Please submit in both Excel and PDF form to [ESSER@doe.nh.gov](mailto:ESSER@doe.nh.gov) by 2/23/2022.

The American Rescue Plan Elementary and Secondary School Emergency Relief ("ARP ESSER") Fund, authorized under the American Rescue Plan ("ARP") Act of 2021, provides New Hampshire over \$350 million to support schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 ("COVID-19") pandemic.

This mandatory template is intended to collect all federally required information from an LEA in a convenient format and to assist LEAs in meeting the federal requirement that, requirement that, an LEA shall publish an LEA ARP ESSER Plan, which is often called a "school district use of funds plan." See the Department of Education's most current guidance posted here: <https://omb.report/ocr/202201-1810-002/doc/117519100>.

For further context, please reference ARPA (<https://www.congress.gov/bills/117th-congress/house-bill/1319/text>) or the Interim Final Requirements of ARP ESSER in which the U.S. Department of Education established these requirements (<https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-08359.pdf>).

I. General Information

- 1) School District / Charter School Name:  → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number:  → Autopopulates upon Selection
- 3) SAU Number:  → Autopopulates upon Selection
- 4) Date of Publication:
- 5) Approver Name -  
(Superintendent / Head of School):
- 6) Email & Telephone:

## II. Transparency and Accessibility

- 1) This plan for the LEA's Use of ARP ESSER funds was published and made publicly available online at the following specific web address:

**Yes - Description Required**

**Description:**

The Franklin School District website which is [www.sau18.org](http://www.sau18.org)

- 2) The plan is in an understandable and uniform format (please choose one):

**Yes - Description Required**

**Description:**

The plan was developed using the template and format provided by the NH Department of Education.

- 3) The plan, to the extent practicable, is written in a language that parents can understand or, if not practicable to provide written translations to a parent with limited English proficiency, orally translated (please choose one):

**Yes - Description Required**

**Description:**

The plan was written in a clear straightforward manner and translation will be provided for those individuals that need it.

- 4) The plan, upon request by a parent who is an individual with a disability, is provided in an alternative format accessible to that parent (please choose one):

**Yes - Description Required**

**Description:**

Upon request the district will provide the plan in a format that is needed by the recipient.

### III. Stakeholder Engagement

#### Best Practices in Implementing ARP ESSER LEA Use of Funds Plan

- 1) How the LEA provided the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds:

**Yes - Description Required**

**Description:**

We provided public notice of 2 meetings where parents, community members and other stakeholders could come and present their input. We also surveyed staff members for their input and recommendations. An initial draft of this plan was released to the public on August 23rd, 2021 seeking public input. Upon receiving this latest template from the NHDOE we created and distributed a survey to students, staff members, families, community members and other stakeholders to solicit further input from these stakeholders.

- 2) How the LEA took public input into account regarding the development of the LEA's plan for the use of ARP ESSER funds (please choose one):

**Yes - Description Required**

**Description:**

The Franklin School Board was informed of all public input regarding the use of ARP ESSER funds and took that into consideration in the development and approval of the plan.

- 3) How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to:  
a. Students (please choose one):

**Yes - Description Required**

**1) Description:**

We received 12 student responses. We did not provide specific uses, but requested open ended responses from the individuals. Responses included improving technology and wireless access and quality, mental health resources and summer school.

i) Number of total responses:

ii) Uses consulted on:

iii) Description of feedback received:

Please indicate how consultation was:

**2) Inclusive:**

A survey was sent out to all students and notices for any meetings was publicly posted.

**3) Widely advertised and available:**

A survey was sent out to all students and notices for any meetings was publicly posted

**4) Ongoing:**

The survey has been kept open for additional responses. We anticipate sending out the survey every 6 months

- b. Families (please choose one):

**Somewhat - Description Required**

**1) Description:**

We received 51 responses for families/guardians. Responses were allowed to be wide open on use. Responses include more educational opportunities, more instructional support materials for teachers, more teachers and teacher assistants, a remote learning option for students, HVAC updates, mental/social health needs, implement shop and auto classes, paying more money for teacher and staff, more support for homeless students and

i) Number of total student responses:

Please indicate how consultation was:

**2) Inclusive:**

A survey was sent out to all students and notices for any meetings was publicly posted.

**3) Widely advertised and available:**

A survey was sent out to all students and notices for any meetings was publicly posted.

**4) Ongoing:**

The survey has been kept open for additional responses. We anticipated sending out the survey every 6 months.

c. School and district administrators, including special education administrators (please choose one):

**Somewhat - Description Required**

**1) Description:**

We received 5 administrator response. The use of funds was open ended in responses. Responses include upgrade HVAC systems, adding additional staff to address mental health needs and learning loss, improving technology, window upgrades, instructional software for one to one instruction, extended summer school programs, addressing additional special education needs

i) Number of total responses:

ii) Uses consulted on:

iii) Description of feedback received:

Please indicate how consultation was:

**2) Inclusive:**

A survey was sent out to all students and notices for any meetings was publicly posted.

**3) Widely advertised and available:**

A survey was sent out to all students and notices for any meetings was publicly posted.

**4) Ongoing:**

The survey has been kept open for additional responses. We anticipated sending out the survey every 6 months.

d. Teachers, principals, school leaders, other educators, school staff, and their unions (please choose one):

**Yes - Description Required**

**1) Description:**

31 total responses with open ended use feedback. Responses include mental health support and trauma counseling, increased para professional support, teacher supplies, new laptops, teacher salary increases, smaller class sizes, afterschool tutoring and summer school program, continued sanitization of the schools, cafeteria tables,

i) Number of total responses:

ii) Uses consulted on:

iii) Description of feedback received:

Please indicate how consultation was:

**2) Inclusive:**

A survey was sent out to all students and notices for any meetings was publicly posted.

**3) Widely advertised and available:**

A survey was sent out to all students and notices for any meetings was publicly posted.

**4) Ongoing:**

The survey has been kept open for additional responses. We anticipated sending out the survey every 6 months.

e. Tribes, if applicable (please choose one):

**No**

**1) Description:**

i) Number of total responses:

ii) Uses consulted on:

iii) Description of feedback received:

Please indicate how consultation was:

**2) Inclusive:**

**3) Widely advertised and available:**

**4) Ongoing:**

f. Civil rights organizations, including disability rights organizations (please check one):

**Yes - Description Required**

**1) Description:**

**No Responses**

**i) Number of total responses:**

**ii) Uses consulted on:**

**iii) Description of feedback received:**

Please indicate how consultation was:

**2) Inclusive:**

**3) Widely advertised and available:**

**4) Ongoing:**

g. Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students (please choose one):

**Yes - Description Required**

**1) Description:**

**2 response. Invest in current education and curriculum materials to meet children's basic and concrete needs, increase the salary of teachers, create robust advisory programs.**

**i) Number of total responses:**

**ii) Uses consulted on:**

**iii) Description of feedback received:**

Please indicate how consultation was:

**2) Inclusive:**

A survey was sent out to all students and notices for any meetings was publicly posted.

**3) Widely advertised and available:**

A survey was sent out to all students and notices for any meetings was publicly posted.

**4) Ongoing:**

**The survey has been kept open for additional responses. We anticipated sending out the survey every 6 months.**

h. Community-based organizations, including partnerships to promote access to before and after-school programming (please choose one):

**Yes - Description Required**

**1) Description:**

**1 response. More programs for teens, mental health and outside activities other than sports, outdoor and nature educational programs. Community Center program for teens.**

**i) Number of total responses:**

**ii) Uses consulted on:**

**iii) Description of feedback received:**

Please indicate how consultation was:

**2) Inclusive:**

A survey was sent out to all students and notices for any meetings was publicly posted.

**3) Widely advertised and available:**

A survey was sent out to all students and notices for any meetings was publicly posted.

**4) Ongoing:**

**The survey has been kept open for additional responses. We anticipated sending out the survey every 6 months.**

- i. Early childhood education providers and families, including partnerships to ensure access to and continuity of care for families with children of different ages, particularly as they transition to school (please check one):

**Yes - Description Required**

**1) Description:**

No responses.

**i) Number of total responses:**

**ii) Uses consulted on:**

**iii) Description of feedback received:**

Please indicate how consultation was:

**2) Inclusive:**

**3) Widely advertised and available:**

**4) Ongoing:**

#### IV. Supporting the Continuous and Safe Operation of In-Person Learning

- 1) The extent to which and how LEA ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning:

Note: Federal regulation on this plan requires such reporting, but does not require adoption of CDC safety recommendations. The NH DOE recognizes schools will implement localized safety measures based on the guidance provided by the CDC, NH Public Health, and local public health officials.

**Description During SY 2021-2022:**

We are currently not using ARP ESSER funds for this however we are using CARES ESSER I and CRRSA ESSER II funds for these purposes. We have been fully open in person instruction since the beginning of the school year. We have been implementing CDC and NH Public Health guidelines.

**V. Addressing the Academic Impact of Lost Instructional Time (At least 20 percent of an LEA's Allocation)**

- 1) How the LEA will identify individual student learning loss, including among students most likely to have experienced the impact of lost instructional time on student learning, such as:
  - a. Students who did not consistently participate in remote instruction when offered during school building closures;
  - b. Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and
  - c. Students most at-risk of dropping out of school.

**Description During SY 2021-2022:**

The Franklin School District assessed all students K-12 in the first month of the school year in reading and math to determine student performance levels. Through this assessment process the district identified students most in need of intervention and targeted resources through Title 1 and ESSER II to address student needs. We intend to continue providing these supports through the next 3 years to mitigate student learning loss due to the pandemic.

- 2) How the LEA will use the funds it reserves to address the academic impact of lost instructional time through:

**Description During SY 2021-2022:**

We will be having tutoring at all 3 schools in the district and we will have robust summer school programs for each school. We hired additional staff to reduce class sizes to provide more individualized instruction and we hired additional special education staff to be able to provide more services for those students most in need.

**Description During SY 2022-2023:**

We will be having tutoring at all 3 schools in the district and we will have robust summer school programs for each school. We hired additional staff to reduce class sizes to provide more individualized instruction and we hired additional special education staff to be able to provide more services for those students most in need.

**Description During SY 2023-2024:**

We will be having tutoring at all 3 schools in the district and we will have robust summer school programs for each school. We hired additional staff to reduce class sizes to provide more individualized instruction and we hired additional special education staff to be able to provide more services for those students most in need.

- 3) How the LEA will use the funds it reserves to address the academic impact of lost instructional time through:
  - a. Individualized tutoring, including providing stipends to teachers for intensive, supplemental tutoring (please choose one):

**Yes - Description Required**

**Description:**

The district will be providing tutoring at all 3 schools and teachers are being compensated for their additional time spent serving those students in need.

- b. Teacher-directed professional development, in which teachers choose the professional development opportunities best suited to their career pathway and current learner needs (please choose one):

**- Please Select -**

**Description:**

We are using other grant funds to support teacher professional development opportunities suited to their career pathway and current learner needs.

- 4) How the LEA will produce evidence of the effectiveness of evidence-based learning loss interventions employed:

**Description:**

The district assesses students at least three times per year in reading and math to determine efficacy of interventions and next steps to address learning loss. This tracking system provides evidence of student growth and performance improvement.



**VI. Addressing Learner and Community Needs (Up to 80 percent of an LEA's Allocation)**

- 1) After accounting for the funds reserved under section 2001(e)(1) of the ARP Act, how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (See Appendix A):

**Description During SY 2021-2022:**

We intend to only use ESSER 1 and ESSER II funds for these purposes during this fiscal year.

**Description During SY 2022-2023:**

Summer school student programming for K-12; Extended day tutoring programming for K-12; Professional development for teachers Curriculum tools and resources; Additional teachers to reduce class sizes; Additional special education teachers and service providers to reduce caseloads; Technology Integrator

**Description During SY 2023-2024:**

Summer school student programming for K-12; Extended day tutoring programming for K-12; Professional development for teachers Curriculum tools and resources; Additional teachers to reduce class sizes; Additional special education teachers and service providers to reduce caseloads; Technology Integrator

- 2) After accounting for the funds reserved under section 2001(e)(1) of the ARP Act, how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (See Appendix A):

- a. Providing individualized instruction:

During SY 2021-2022 (select one): **No**

During SY 2022-2023 (select one): **Yes - Description Required**

During SY 2023-2024 (select one): **Yes - Description Required**

**Description of all SYs - 2021 to 2024:**

Summer school student programming for K-12; Extended day tutoring programming for K-12; Professional development for teachers Curriculum tools and resources; Additional teachers to reduce class sizes; Additional special education teachers and service providers to reduce caseloads; Technology Integrator

- b. Addressing educator fatigue, including providing performance-based bonuses to teachers:

During SY 2021-2022 (select one): **No**

During SY 2022-2023 (select one): **No**

During SY 2023-2024 (select one): **No**

**Description of all SYs - 2021 to 2024:**

Educational research does not support this practice.

- c. Improving family engagement:

During SY 2021-2022 (select one): **No**

During SY 2022-2023 (select one): **No**

During SY 2023-2024 (select one): **No**

**Description of all SYs - 2021 to 2024:**

We use our Title grants to fulfill this purpose.

3) The LEA's use of funds to address the following additional needs identified in the New Hampshire Department of Education's robust, statewide consultation with stakeholders:

a. What amount and percentage of the LEA's total allocation will be administered under school leader discretion:

Amount: 0

Percentage: 0

**Description of allocation methodology including the extent to which it reflected student need for, at minimum, Special Education, Free and Reduced-Price Lunch, and English Language Learners:**

[Redacted description area]

b. What amount and percentage of the LEA's total allocation will be used to support Career and Technical Education:

Amount: 0

Percentage: 0

**Description, including funds used to support learner obtainment of industry-recognized credentials:**

[Redacted description area]

c. The extent to which funds will be used to provide access to course access opportunities, including advanced, elective, and remedial courses provided outside of the residential public school that a learner could not otherwise access:

During SYs 2021-2024 (select one): - Please Select -

**Description of all SYs - 2021 to 2024:**

We already provide these opportunities using existing funds.

## VII. Addressing the Unique Needs of All Learners

- 1) How the LEA will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

**Description:**

The Franklin School District will continue to ensure that all of our students, regardless of their demographics will receive timely and necessary interventions to meet their unique educational needs. We serve a diverse student population with typically over 60% of students receiving free and reduced meals, over 20% of students receiving special education services and in addition, the ramifications of the pandemic on all of our students over the last 17 months. We are committed to providing all of our students a personalized educational experience.

## VIII. Addressing Unique Renovation, Air Quality and/or Construction Needs

- 1) If the LEA plans to use or has used any portion of ARP ESSER funds for construction projects, describe those projects below. Each project should be addressed separately. If needed, LEAs may submit additional supporting information. Please insert "N/A" if this category is not applicable to your plan. Please also note that these projects are subject to the NHDOE's prior conceptual and final approval:  
[ESSER Funded Construction](#).

***Description:***

We will address HVAC system deficiencies recognized during the pandemic at all three school in the district. We will address window deficiencies at the high school and middle school to improve air exchange and ventilation.



**X. Authorization**

*\*Please print and sign this page. Return a signed version with your completed packet to :*

[ESSER@doe.nh.gov](mailto:ESSER@doe.nh.gov)



**Approver Signature - Superintendent / Head of School**

**Date**

Daniel LeGallo - Superintendent of Schools

**Printed Name - Superintendent / Head of School**

## Appendix A: ARPA Statutory Excerpt

### Appendix A. ARPA Statutory Excerpt

*(e) USES OF FUNDS.—A local educational agency that receives funds under this section—*

*(1) shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care; and*

*(2) shall use the remaining funds for any of the following:*

*(A) Any activity authorized by the Elementary and Secondary Education Act of 1965.*

*(B) Any activity authorized by the Individuals with Disabilities Education Act.*

*(C) Any activity authorized by the Adult Education and Family Literacy Act.*

*(D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.*

*(E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.*

*(F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.*

*(G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.*

*(H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.*

*(I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.*

*(J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.*

*(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.*

*(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.*

*(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.*

*(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—*

*(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;*

*(ii) implementing evidence-based activities to meet the comprehensive needs of students;*

*(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and*

*(iv) tracking student attendance and improving student engagement in distance education.*

*(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.*

*(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air*

*conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.*

*(Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.*

*(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.*

## Appendix B. Interim Final Requirements of ARP ESSER Excerpt

### Appendix B. Interim Final Requirements of ARP ESSER Excerpt

#### *(2) LEA ARP ESSER Plan.*

*(a) Each LEA that receives ARP ESSER funds must submit to the SEA, in such manner and within a reasonable timeline as determined by the SEA, a plan that contains any information reasonably required by the SEA. The plan, and any revisions to the plan submitted consistent with procedures established by the SEA, must describe—*

*(i) The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning;*

*(ii) How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs;*

*(iii) How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e) of the ARP Act; and*

*(iv) How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.*

*(b) In developing its ARP ESSER plan, an LEA must—*

*(i) Engage in meaningful consultation—*

*(A) With stakeholders, including: Students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions; and*

*(B) To the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students; and*

*(ii) Provide the public the opportunity to provide input and take such input into account.*

*(c) An LEA's ARP ESSER plan must be—*

*(i) In an understandable and uniform format;*

*(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;*

*(iii) Upon request by a parent who is an individual with a disability as defined by the ADA, provided in an alternative format accessible to that parent; and*

*(iv) Be made publicly available on the LEA's website.*